

WELCOME...

JUNE 10, 2012

**WHAT YOU ALWAYS WANTED TO KNOW ABOUT
IEPS...**

**...BUT HAD NO IDEA YOU WERE SUPPOSED TO
ASK!**



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT IEPs... BUT HAD NO IDEA YOU WERE SUPPOSED TO ASK!

THE IEP...

- EVALUATIONS, STATE MANDATED TEST SCORES, AND DISTRICT ASSESSMENTS
- NEEDS/DEFICITS STATEMENTS
- MEASURABLE ANNUAL GOALS
- ACCOMMODATIONS



When you leave this room at 3:00 today...

What do you want to know about...

- Evaluations and State Mandated Scores
- Specific Needs/Deficits
- Measurable Annual Goals
- Accommodations

That you don't know now?



AGENDA

9:00-9:15INTRODUCTIONS AND HOUSEKEEPING DETAILS

9:15-9:30PARTICIPANT ACTIVITY

9:30-11:45PLAAFP: NEEDS/DEFICIT STATEMENT

EXPLANATION/DISCUSSION

INDEPENDENT PRACTICE AND CRITIQUE

10:30-10:45BREAK

INDEPENDENT PRACTICE AND CRITIQUE CONTINUED

11:45-12:45LUNCH

12:45-3:00MEASURABLE GOALS

12:45-2:00EXPLANATION/DISCUSSION

INDEPENDENT PRACTICE AND CRITIQUE

2:00-2:15BREAK

INDEPENDENT PRACTICE AND CRITIQUE CONTINUED

2:45-3:00WRAP UP AND HOME WORK

3:00ADJOURN



Focus

- ❖ Present Levels of Academic and Functional Performance
 - ❖ Initial or Most Recent Evaluations and Statewide and District Assessments



- ❖ Specific Needs (Weakness/Deficit)



- ❖ Measurable Annual Goals



- ❖ Accommodation Consideration



Participant Objectives

Participants will...

- ❖ Include all six required components when completing the Evaluation section of the IEP
 - ❖ Test Name
 - ❖ Test Date
 - ❖ Domains
 - ❖ Domain Scores, Ranges, and/or Deficit Areas
 - ❖ Score Explanation
 - ❖ Within Two Years
- ❖ Write need/deficit statements that describe what student needs to learn in order to do this, participants will identify:
 - ❖ The information needed
 - ❖ How they will get that information



Participant Objectives

Participants will...

- ❖ Write measurable goals to include:
 - ❖ Conditions under which the behavior will occur
 - ❖ Target/Observable Behavior
 - ❖ Criteria For Performance
 - ❖ At a...Specific Level
 - ❖ For a...Specific Length of Time
 - ❖ Align accommodations
 - ❖ With information in the Needs section of the PLAAF
 - ❖ So that the same accommodations are reflected in
 - ❖ Classroom Instruction
 - ❖ Classroom Testing
 - ❖ Statewide Testing



Present Levels of Academic and Functional Performance (PLAAFP)

- *Results of Initial, or Most Recent, Evaluation/s and State and District Assessments*
- Description of Academic, Developmental, and/or Functional Strengths
- *Description of Academic, Developmental, and/or Functional Needs*
- Parental Concerns Regarding their Child's Education
- Impact of the Disability on Involvement, and Progress, in the General Education Curriculum



Present Levels of Academic and Functional Performance (PLAAFP)

Results of Initial or Most Recent Evaluations and State and District Assessments. Which test results belong in this section?

–Current State Testing

- CRCT
- GHSGT (Being phased out)
- EOCT
- WRITING TEST

–Current Psycho-Educational Evaluations

- I.Q. Measures
- Academic Measures
- Social-Emotional Measures



Present Levels of Academic and Functional Performance (PLAAFP)

Criteria for...Results of Initial or Most Recent Evaluations and State and District Assessments:

▪ Most Recent:

- Within 2 years...
- *IF PSYCHO-EDUCATIONAL INFORMATION IS MORE THAN TWO YEARS OLD...A STATEMENT EXPLAINING WHY THE INFORMATION IS RELEVANT TODAY.*

▪ Results:

- Test Name
- Date
- Score and/or Range of Scores to include..
Information regarding what the scores mean



PLAAFP

Results of initial or most recent evaluations and state and district assessments:

CRITERIA	YES	NO	IF YES, WRITE INFORMATIONN HERE. IF NO, WHAT SHOULD HAVE BEEN THERE?				
TEST NAME							
DATE							
DOMAINS							
DOMAIN SCORE AND/OR RANGE OF SCORES							
EXPLANATION OF SCORES			<u>STANDARD SCORE</u> AVERAGE ABOVE AVERAGE BELOW AVERAGE	<u>GRADE SCORE</u> ON GRADE LEVEL ABOVE GRADE LEVEL BELOW GRADE LEVEL	<u>CRCT SCORE</u> MEETS EXCEEDS DNM	<u>GHS GT SCORE</u> PASSING NOT PASSNG	<u>EOCT SCORE</u> PASSING NOT PASSING
WITHIN TWO YEARS			IF NO, DOES IT INCLUDE SIGNIFICANT INFORMATION THAT NEEDS TO BE SUMMARIZED HERE? IF YES, WHAT INFORMATION?				



PLAAFP

Results of initial or most recent evaluations and state and district assessments:

Mark was reevaluated on 3/20/11 and continues to qualify for EBD services based on the information provided in the eligibility report. His I.Q. score fell within the average range, Full Scale I.Q. score of 92, as measured by the WISC-IV. WIAT-II results indicated deficits in reading comprehension related to inferencing (Standard Score of 70) as well as math deficits in solving word problems (Standard Score of 75). Analysis of behavior assessment (Devereaux/BASIC) revealed significant problems in interpersonal skills and also indicated signs of depression.



PLAAFP

Results of initial or most recent evaluations and state and district assessments:

Mark was reevaluated on 5/17/10. He had a WISC III Full Scale IQ of 81 with a Verbal IQ of 79 and a Performance IQ of 82. On 3/8/10, Mark's WRAT-3 standard scores were as follows: Reading: 62, Spelling: 68, Arithmetic: 57.

More current academic testing on 4/28/11 revealed the following: Word Recognition: 3rd grade, Reading Comprehension: 2nd grade, Spelling: 3rd grade, Math: 4th grade.



PLAAFP

Results of initial or most recent evaluations and state and district assessments:

Mark's Spring 2011 CRCT scores are as follows:

Passing Score is 800

Reading: 765

ELA: 770

Math: 820

Science: 782

Social Studies: 778



PLAAFP

Results of initial or most recent evaluations and state and district assessments:

Mark's Spring CRCT scores are as follows:

Reading: 765

ELA: 770

Math: 820

Science: 782

Social Studies: 778



**GET THE IEP THAT
YOU BROUGHT...
YOU WILL USE IT TO
COMPLETE ALL
ACTIVITIES**





➤ **INSTRUCTIONS**

➤ **TASK**



PLAAFP

Results of initial or most recent evaluations and state and district assessments:

COMPLETE THIS GUIDE SHEET WITH INFORMATION FROM YOUR IEP

CRITERIA	YES	NO	IF YES, WRITE INFORMATION HERE IF NO, WHAT SHOULD HAVE BEEN THERE?				
TEST NAME							
DATE							
DOMAINS							
DOMAIN SCORE AND/OR RANGE OF SCORES							
EXPLANATION OF SCORES			<u>STANDARD SCORE</u> AVERAGE ABOVE AVERAGE BELOW AVERAGE	<u>GRADE SCORE</u> ON GRADE LEVEL ABOVE GRADE LEVEL BELOW GRADE LEVEL	<u>CRCT SCORE</u> MEETS EXCEED DNM	<u>GHS GT SCORE</u> PASSING NOT PASSNG	<u>EOCT SCORE</u> PASSING NOT PASSING
WITHIN TWO YEARS			IF NO, DOES IT INCLUDE SIGNIFICANT INFORMATION THAT NEEDS TO BE SUMMARIZED HERE? IF YES, WHAT INFORMATION?				

Description of Academic, Developmental, and/or Functional Needs(Deficits)

Describe Area/s of Need or **Deficit**

- May come from the Results of Assessments Section
- **More importantly**...it will come from the analysis of classroom **progress monitoring data** and other classroom information in order to identify **SPECIFIC DEFICITS**...

DEFICITS ARE SPECIFIC ENOUGH...

ONLY WHEN...

**THEY DESCRIBE WHAT THE STUDENT NEEDS TO
LEARN**



Description of Academic, Developmental, and/or Functional Needs(Deficits)

Describe Area/s of Need or **Deficit**

- May come from the Results of Assessments Section
- **More importantly**...it will come from the analysis of classroom **progress monitoring data** and other classroom information in order to identify **SPECIFIC DEFICITS**...

**SPECIFIC DEFICITS SET THE STAGE
FOR DEVELOPING MEASURABLE GOALS**



MANTRA

THERE IS NEVER A NEED/DEFICIT
WITHOUT A GOAL
...AND...

THERE IS NEVER A GOAL
WITHOUT A NEED/DEFICIT



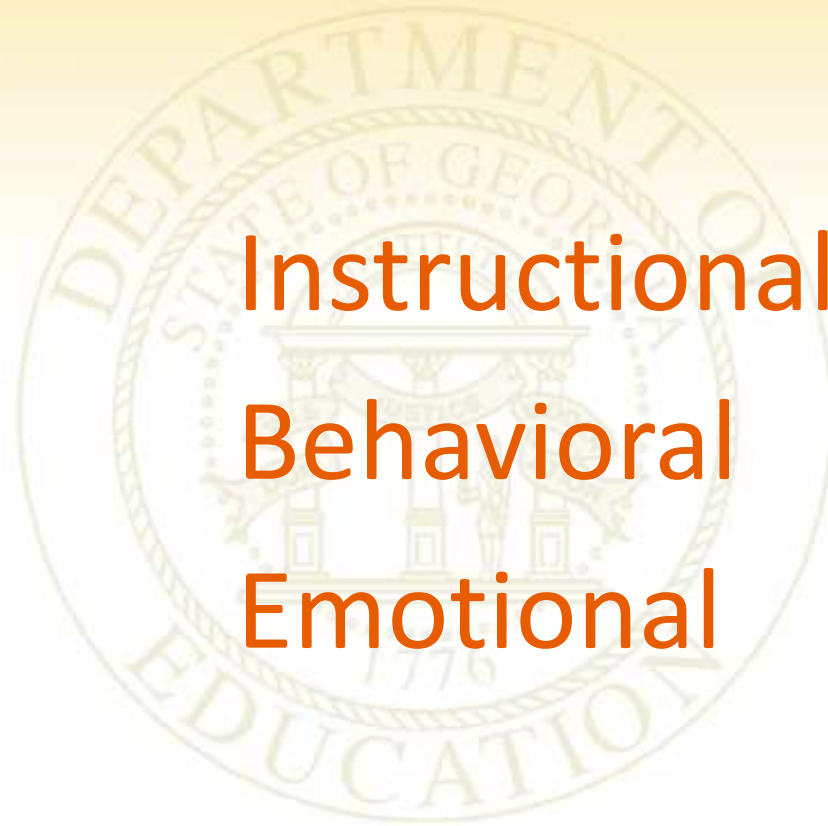
MANTRA

UNLESS...

**THERE IS A STATEMENT THAT
EXPLAINS THE MISSING
DEFICIT/GOAL!**



ISSUES IMPACTING DEFICITS/GOALS



Instructional
Behavioral
Emotional



EXAMPLE...INSTRUCTIONAL

___ is fourteen years old and even with extensive, explicit decoding and fluency instruction, ___'s reading fluency remains below expectations. ___ has text reading software as an accommodation for classroom instruction, classroom testing, and statewide testing. ___'s goals are related to acquiring and applying reading comprehension strategies. Therefore, there are no decoding or fluency goals.



EXAMPLE...INSTRUCTIONAL

___ is fourteen years old and even with extensive explicit instruction in calculation and calculation fluency, ___'s calculation fluency remains below expectations. ___ has a calculator as an accommodation for classroom instruction, classroom testing, and statewide testing. ___'s math goals are related to acquiring and applying math strategies to solve grade level problems. Therefore, there are no goals for calculation.



EXAMPLE...BEHAVIORAL

____'s scores on the CRCT Reading/Math did not meet the state target. However, ____ scores do not reflect ____'s actual abilities in reading/math. ____ did not want to take the test and rushed through it finishing long before the time allotted for each section. ____'s classroom test scores and grades support reading/math skills above the current CRCT test scores. Therefore, there are no reading/math needs listed.



EXAMPLE...EMOTIONAL

____'s scores on the CRCT Reading/Math did not meet the state target. However, ____'s scores do not reflect -- ____'s actual abilities in reading/math. ____ becomes extremely anxious during any type of testing and ____'s scores do not reflect ____ skill in reading/math. ____'s classroom grades support reading/math skills above the current CRCT test scores. Therefore, there are no reading/math deficits listed.



GUIDE SHEET : <u> </u> READING <u> </u> MATH			NAME/CODE:					
SPECIFIC NEEDS/DEFICITS			MEASURABLE GOALS					
IS THE NEED/DEFICIT SPECIFIC ENOUGH TO WRITE A MEASURABLE GOAL?			CORRELATE WITH A SPECIFIC DEFICIT?		CONDITIONS	OBSERVABLE BEHAVIOR	CRITERIA FOR PERFORMANCE	
IF YES...	IF NO...		YES...MOVE TO GOALS	NO...RETURN TO DEFICITS	WHAT MATERIAL /STIMULI WILL THE STUDENT USE?	DESCRIBE WHAT THE STUDENT WILL DO TO DEMONSTRATE MASTERY	AT A... SPECIFIC LEVEL OF PERFORMANCE	FOR A...SPECIFIC LENGTH OF TIME
DESCRIBE WHAT THE STUDENT NEEDS TO LEARN...	WHAT INFORMATION IS NEEDED TO <i>PROVE</i> THE STUDENT HAS THE NEEDS INDICATED?	HOW WILL YOU GET THE INFORMATION?						



Example: Needs/Deficits

Reading:

M. is unable to read for understanding. When she reads a third grade passage, she has not demonstrated the ability to answer questions using who, what, when, where, or why.

Math:

S. accurately completes multi-digit addition and subtraction problems in math, but has only mastered multiplication facts of 2, 5, and 10.



GUIDE SHEET : <u> </u> READING <u> </u> MATH			NAME/CODE:					
SPECIFIC NEEDS/DEFICITS (EXAMPLE)			MEASURABLE GOALS					
IS THE NEED/DEFICIT SPECIFIC ENOUGH TO WRITE A MEASURABLE GOAL?			CORRELATE WITH A SPECIFIC DEFICIT?		CONDITIONS	OBSERVABLE BEHAVIOR	CRITERIA FOR PERFORMANCE	
IF YES...	IF NO...		YES...MOVE TO G1AKS	NO...RETURN TO DEFICITS	WHAT MATERIAL /STIMULI WILL THE STUDENT USE?	DESCRIBE WHAT THE STUDENT WILL DO TO DEMONSTRATE MASTERY	AT A... SPECIFIC LEVEL OF PERFORMANCE	FOR A... SPECIFIC LENGTH OF TIME
DESCRIBE WHAT THE STUDENT NEEDS TO LEARN	WHAT INFORMATION IS NEEDED TO <i>PROVE</i> THE STUDENT HAS THE NEEDS INDICATED?	HOW WILL YOU GET THE INFORMATION?						
<u>Reading:</u> M. can't answer [who, what, where, when, how, or why] questions from grade level text. Answer the questions above								
<u>Math:</u> S. has mastered the following multiplication facts: 2, 5, 10, but none of the remaining facts, Solve problems using the following multiplication facts: 3, 4, 6, 7, 8, 11, 12								



Non-Example: Needs/Deficits

Reading :

M.'s weakest area is reading and he reads below grade level.

Math:

S. struggles with math fluency.



GUIDE SHEET : <u> </u> X_READING <u> </u> X_MATH			NAME/CODE:					
SPECIFIC NEEDS/DEFICITS (NON-EXAMPLE)			MEASURABLE GOALS					
IS THE NEED/DEFICIT SPECIFIC ENOUGH TO WRITE A MEASURABLE GOAL?			CORRELATE WITH A SPECIFIC DEFICIT?		CONDITIONS	OBSERVABLE BEHAVIOR	CRITERIA FOR PERFORMANCE	
IF YES...	IF NO...		YES...MOVE TO GOALS	NO...RETURN TO TDEFICITS	WHAT MATERIAL /STIMULI WILL THE STUDENT USE?	DESCRIBE WHAT THE STUDENT WILL DO TO DEMONSTRATE MASTERY	AT A... SPECIFIC LEVEL OF PERFORMANCE	FOR A...SPECIFIC LENGTH OF TIME
DESCRIBE WHAT THE STUDENT NEEDS TO LEARN	WHAT INFORMATION IS NEEDED TO <i>PROVE</i> THE STUDENT HAS THE NEEDS INDICATED?	HOW WILL YOU GET THE INFORMATION?						
	<p>Reading M's weakest area is reading. He reads below grade level.</p> <p>Which area/s? What are the specifics in each area?</p> <p>(Handout Re/specifics) Phonemic Awareness Decoding Fluency Vocabulary Comprehension Text Literary/Narrative Information/Expository</p>	<p>Administer Curriculum Based Assessment (CBA):</p> <p>Probes Rubrics Tests Quizzes</p>						
	<p>Math Steve struggles with math fluency.</p> <p>All calculation areas?</p> <p>Which area/s? Handout Re/specifics in each area? Numbers & Operations Measurement Geometry Algebra Data and Probability</p>	<p>Administer Curriculum Based Assessment (CBA):</p> <p>Probes Rubrics Tests Quizzes</p>						



Non-Example

AREA	IF YOU CAN'T DESCRIBE WHAT THE STUDENT NEEDS TO LEARN...	
	WHAT INFORMATION IS NEEDED?	HOW WILL YOU GET THAT INFORMATION?
READING	Which area/s are deficit? <ul style="list-style-type: none"> •(Phonemic Awareness?) •Decoding? •Fluency? •Vocabulary? •Comprehension? 	Will CRCT data provide enough information to describe what the student needs to learn? Sample: Grade 3...Areas Assessed... <ul style="list-style-type: none"> •Reading Skills & Vocabulary Acquisition •Literary Comprehension <ul style="list-style-type: none"> Number Correct/Total Number How many GPS Elements are there? Which GPS Elements were problematic? •Information and Media



Non-Example

AREA			IF YOU CAN'T DESCRIBE WHAT THE STUDENT NEEDS TO LEARN...		
WHAT INFORMATION IS NEEDED?		HOW WILL YOU GET THAT INFORMATION?			
MATH	Which area/s are deficit?	Will the CRCT provide enough information to describe what the student needs to learn?			
	<ul style="list-style-type: none"> • Numbers & Operations? • Measurement? • Geometry? • Algebra? • Data Analysis & Probability? 	Sample: Grade 5...Areas Assessed... <ul style="list-style-type: none"> • Numbers and Operations • Measurement <ul style="list-style-type: none"> Number Correct/Total Number How many GPS Elements are there? Which GPS Elements were problematic? • Geometry • Algebra • Data Analysis and Probability 			



Non-Example

AREA	IF NO	
	WHAT INFORMATION IS NEEDED?	HOW WILL YOU GET THAT INFORMATION?
ELA	<p>Which area/s are deficit?</p> <ul style="list-style-type: none"> •(Phonemic Awareness?) •Decoding? •Fluency? •Vocabulary? •Comprehension? 	<p>Will the GHSGT provide enough information to describe what the student needs to learn?</p> <p>Areas Assessed:</p> <ul style="list-style-type: none"> •Domain 1: Reading Comprehension •Domain 2: Literary Analysis •Domain 3: Conventions and Writing



Non-Example

AREA		IF NO
	WHAT INFORMATION IS NEEDED?	HOW WILL YOU GET THAT INFORMATION?
MATH	<p>Which area/s are deficit?</p> <ul style="list-style-type: none"> •Numbers & Operations? •Measurement? •Geometry? •Algebra? •Data Analysis & Probability? 	<p>Will the GHSGT provide enough information to describe what the student needs to learn?</p> <p>Areas Assessed:</p> <ul style="list-style-type: none"> •Domain 1: Algebra •Domain 2: Geometry •Domain 3: Data Analysis



Curriculum Based Assessment: Where to start?

- Georgia Performance Standards (GPS) Reading/Math [Common Core Standards (CCS) Fall, 2012]:
 - At Grade Level
 - At Instructional Level (for student below grade)
- AND/OR
- Reading/Math Curricula correlated with the GPS/CCS
 - At Grade Level
 - At Instructional Level (for student below grade)



(GPS/CCS)

Reading

Phonological Awareness

Decoding

Fluency

Vocabulary

Comprehension

Math

Numbers and Operations

Measurement

Geometry

Algebra

Data Analysis and Probability

Students must master the standards in each of the academic areas...but it is the **Elements** leading to the standard that provide the **basis for developing specific Needs/Deficits statements.**



STANDARD: ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student ...

ELEMENTS

- a. Reads a variety of texts & incorporates new words into oral & written language
- b. Determines the meaning of unknown words using their context
- c. Uses the meaning of root words to determine the meaning of unfamiliar words
- d. Determines word meanings & alternate word choices using a dictionary
- e. Identifies the meaning of common prefixes (e.g., un-, re-, dis-)
- f. Identifies the meaning of common idioms and figurative phrases
- g. Identifies playful uses of language (e.g., puns, jokes, palindromes)
- h. Recognizes and uses words with multiple meanings (run, hard, train) and determines which meaning is intended from the context of the sentence
- i. Identifies and applies the meaning of the terms antonym, synonym, and homonym



LET US BE CLEAR!

DO NOT

WRITE
THE STANDARDS
INTO
THE IEP

DO

Use the **ELEMENTS** as a
guide in developing...
**CURRICULUM BASED
ASSESSMENTS
THAT IDENTIFY
SPECIFIC NEEDS/DEFICITS**



GPS/CCS...and...

Curriculum Based Assessment

- Use the Elements as areas of consideration for curriculum based assessment
- Select the Elements that need to be assessed
- Format for the assessment can take several different forms:
 - Teacher made reading and math tests
 - Reading and math probes from
 - Intervention Central
 - Curriculum-Based Measurement Warehouse (Refer to Handout)



2006 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal have completed an extensive study of oral reading fluency. The results of their study were published in a technical report entitled, "Oral Reading Fluency: 90 Years of Measurement," which is available on the University of Oregon's website, brt.uoregon.edu/tech_reports.htm, and in *The Reading Teacher* in 2006 (Hasbrouck, J. & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*. 59(7), 636-644.).

The table below shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. **Students scoring 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program.** In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6

*WCPM = Words Correct Per Minute

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

**Average words per week growth

ACTIVITY...

INDEPENDENT PRACTICE

GENERATING

SPECIFIC NEED/DEFICIT

STATEMENTS



GENERATING SPECIFIC NEED/DEFICIT STATEMENTS

FIRST



THEN

- IEP
- Guide Sheet, Blank
- In the PLAAFP, locate the Needs Section
- Select one Need/Deficit
- Complete the Need/Deficit Section of the Guide Sheet...if any information is needed...
 - Identify all information
 - Explain how you will get the missing information
- Select one Need/Deficit Statement from the group
- Transfer the information from the Guide Sheet to the chart paper



ACTIVITY...

SUMMARIZATION

OF

THIS MORNING'S

INFORMATION



QUESTIONS

WHAT SIX THINGS MUST BE INCLUDED IN THE FOLLOWING SECTION OF THE IEP...

**RESULTS OF INITIAL OR MOST RECENT EVALUATION
AND RESULTS OF STATE AND DISTRICT ASSESSMENTS**



DIRECTIONS

- ON THE NEXT SLIDE IS A WORD SPLASH WITH 10 OF THE MOST IMPORTANT VOCABULARY WORDS FROM THIS SECTION OF THE PRESENTATION.
- YOUR TASK IS TO GENERATE A SENTENCE THAT INCLUDES ALL 10 VOCABULARY WORDS **AND ACCURATELY SUMMARIZES** THE CONCEPTS DISCUSSED.



SPECIFIC
BASED
MEASURABLE
GOALS
ASSESSMENTS
ELEMENTS
CURRICULUM
NEEDS TO LEARN
DEFICITS
GPS



In Summary...

- On the IEP...
- In the Present Levels of Academic Achievement and Functional Performance...

- In the category of...

Description of academic, developmental, and/or functional needs...

How will you know if the deficit is specific enough to write a measurable goal?

When you know what the student needs to learn/do.





Measurable Annual Goals



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IV. Measurable Annual Goals: Required

V. Measurable Annual Goals: Required

Academic and/or functional goals designed to meet the student's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum or to meet each of the child's other educational needs that result from the disability.

Short Term Objectives/Benchmarks:

Measurable, intermediate steps or targeted sub-skills to enable the student to reach annual goals.

(Required for Students on the Georgia Alternate Assessment Track)

UNLESS the annual goals are not measurable...then there must be measurable Short Term Objectives



Measurable Annual Goals

- Goals are
 - Written to support access to the general education curriculum
 - **Measurable:**
 - **specify the conditions under which the behavior will occur**
 - **reflect a target/observable behavior**
 - **indicate a criteria for performance which is appropriate for the skill**
 - At a specific...level of performance
 - For a specific...length of time
 - **Skill Based**
 - Goals are measured using ...
- progress monitoring data based on what is taught , i.e. curriculum based assessment/curriculum based measurement



LET US BE CLEAR!

DO NOT

WRITE
THE STANDARDS
INTO
THE IEP

DO

Use the **ELEMENTS** as a guide when...

- ✓ **assessing for Specific Deficits**
- ✓ **generating Specific Deficits statements**

...AND...

- ✓ **Generating Measurable Goals**



GUIDE SHEET : <u> </u> READING <u> </u> MATH			NAME/CODE:					
SPECIFIC NEEDS/DEFICITS (EXAMPLE)			MEASURABLE GOALS (EXAMPLE)					
IS THE NEED/DEFICIT SPECIFIC ENOUGH TO WRITE A MEASURABLE GOAL?			CORRELATE WITH A SPECIFIC DEFICIT?		CONDITIONS	OBSERVABLE BEHAVIOR	CRITERIA FOR PERFORMANCE	
IF YES...	IF NO...		YES...MOVE TO GOALS	NO...RETURN TO DEFICITS	WHAT MATERIAL /STIMULI WILL THE STUDENT USE?	DESCRIBE WHAT THE STUDENT WILL DO TO DEMONSTRATE MASTERY	ATA... SPECIFIC LEVEL OF PERFORMANCE	FOR A...SPECIFIC LENGTH OF TIME
DESCRIBE WHAT THE STUDENT NEEDS TO LEARN	WHAT INFORMATION IS NEEDED TO <i>PROVE</i> THE STUDENT HAS THE NEEDS INDICATED?	HOW WILL YOU GET THE INFORMATION?						
<u>Reading:</u> Answer [who, what, where, when, how, or why] questions from grade level text.			√		Given grade level text, Mary will	respond accurately to the following the questions: who , what, when, where, why, and how	90%	3/5 Days
<u>Math:</u> Solve problems using the following multiplication facts: 3, 4, 6, 7, 8, 11, 12			√		Given mixed multiplication fluency probes for all multiplication facts, John will	accurately complete ____ problems at a rate of ____ problems per minute	95%	3/5 Probes



WHAT'S WRONG??

- M. will demonstrate an understanding of addition and subtraction problems.
- M. will extend her knowledge of comprehension strategies.
- M. will increase his ability to solve two step math reasoning problems.
- M. will identify the correct operation to solve problems.
- M. will learn decoding skills.
- M. will recognize antonyms, synonyms, and homonyms.



WHAT ARE THE FORBIDDEN WORDS!!??



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WORDS THAT PREVENT GOALS FROM BECOMING MEASURABLE

- M. will demonstrate an understanding of addition and subtraction problems.
- M. will extend her knowledge of comprehension strategies.
- M. will increase his ability to solve two step math reasoning problems.
- M. will identify the correct operation to solve problems.
- M. will learn to decode.
- M. will recognize antonyms, synonyms, and homonyms.



Measurable Goals: Example

Reading

Given grade level text, M. will respond accurately to the following questions: [who, what, when, where, and why] 95% of the time for three out of five days.

Math

Given mixed multiplication fluency probes for multiplication tables 3, 4, 6, 7, 8, 9, 11, and 12, S. will complete _____ problems at a rate of _____ problems per minute for 3/5 days.



Measurable Goals: Non-Example

Reading

M. will increase her reading skills to third grade.

Math

S. will increase his multiplication skills by one grade level.



GUIDE SHEET : <u> </u> READING <u> </u> MATH			NAME/CODE:					
SPECIFIC NEEDS/DEFICITS (EXAMPLE)			MEASURABLE GOALS (NON-EXAMPLE)					
IS THE NEED/DEFICIT SPECIFIC ENOUGH TO WRITER A MEASURABLE GOAL?			CORRELATE WITH A SPECIFIC DEFICIT?		CONDITIONS	OBSERVABLE BEHAVIOR	CRITERIA FOR PERFORMANCE	
IF YES...	IF NO...		YES... MOVE TO GOALS	NO... RETURN TO DEFICITS	WHAT MATERIAL /STIMULI WILL THE STUDENT USE?	DESCRIBE WHAT THE STUDENT WILL DO TO DEMONSTRATE MASTERY	AT A... SPECIFIC LEVEL OF PERFORMANCE	FOR A... SPECIFIC LENGTH OF TIME
DESCRIBE WHAT THE STUDENT NEEDS TO LEARN	WHAT INFORMATION IS NEEDED TO <i>PROVE</i> THE STUDENT HAS THE NEEDS INDICATED?	HOW WILL YOU GET THE INFORMATION?						
<u>Reading:</u> Answer [who, what, where, when, how, or why] questions from grade level text.			✓		Given instruction, Mary will	improve her responses to questions.	80%	
<u>Math:</u> Solve problems using the following multiplication facts: 3, 4, 6, 7, 8, 11, 12			✓		Given fluency probes for multiplication facts, John will	complete them accurately	95%	



READING EXAMPLE

MEASURABLE ANNUAL GOAL:

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with 90% accuracy in 4 out of 5 opportunities.

SHORT TERM OBJECTIVES LEADING TO THE ANNUAL GOAL:

After reading a third grade story, B. will retell the story including **setting, characters, problems, and events** with 90% accuracy in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including **setting, characters, and problems**, with 90% accuracy in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including **setting and characters** with 90% accuracy in 4 out of 5 opportunities.



READING EXAMPLE

MEASURABLE ANNUAL GOAL:

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **90% accuracy** in 4 out of 5 opportunities.

SHORT TERM OBJECTIVES LEADING TO MEASURABLE ANNUAL GOAL:

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **80% accuracy** in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **70% accuracy** in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **60% accuracy in 3 out of 5 opportunities**.



READING EXAMPLE

NON-MEASURABLE ANNUAL GOAL:

After reading a third grade story, B. will retell the story including all appropriate components.

SHORT TERM OBJECTIVES LEADING TO ANNUAL GOAL:

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **80% accuracy** in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **70% accuracy** in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **60% accuracy** in 3 out of 5 opportunities.



READING NON-EXAMPLE

MEASURABLE ANNUAL GOAL:

Given selections at reading level, B. will recall important details.

SHORT TERM OBJECTIVES LEADING TO MEASURABLE ANNUAL GOAL: NON-EXAMPLE

Given sentences at reading level, B. will recall important details in 7 out of 10 opportunities.

Given paragraphs at reading level, B. will recall important details in 7 out of 10 opportunities.



MATH EXAMPLE

MEASURABLE ANNUAL GOAL:

Given a **mixed** math calculation probe with one and two digit numbers, Charles will complete 10 problems accurately in 5 minutes over three consecutive sessions.

SHORT TERM OBJECTIVES LEADING TO THE ANNUAL GOAL:

Given a **multiplication and division** calculation probe with one and two digit numbers, Charles will complete 10 problems accurately in 5 minutes.

Given an **addition and subtraction** math calculation probe with one and two digit numbers, Charles will complete 10 problems accurately in 5 minutes.



MATH EXAMPLE

MEASURABLE ANNUAL GOAL:

Given a **mixed** math calculation probe with one and two digit numbers, Charles will complete 10 problems accurately in 5 minutes over three consecutive sessions.

SHORT TERM OBJECTIVES LEADING TO LONG TERM GOAL:

Given mixed (addition, subtraction, multiplication and division) calculation probes with **two digit** numbers, Charles will complete 10 problems accurately in 5 minutes.

Given mixed (addition, subtraction, multiplication and division) math calculation probes with **one digit** numbers, Charles will complete 10 problems accurately in 5 minutes



MATH EXAMPLE

MEASURABLE ANNUAL GOAL:

Charles will improve his calculation skills.

SHORT TERM OBJECTIVES LEADING TO LONG TERM GOAL:

Given mixed (addition, subtraction, multiplication and division) calculation probes with **two digit** numbers, Charles will complete 10 problems accurately in 5 minutes.

Given mixed (addition, subtraction, multiplication and division) math calculation probes with **one digit** numbers, Charles will complete 10 problems accurately in 5 minutes



MATH NON-EXAMPLE

MEASURABLE ANNUAL GOAL:

Given instruction, B. will demonstrate improvement in upper mathematical operations and concepts.

SHORT TERM OBJECTIVES LEADING TO MEASURABLE ANNUAL GOAL:

Given instruction, B will demonstrate an understanding and application of geometric concepts.

Given instruction, B. will demonstrate an understanding and application of advanced geometric concepts.

Given instruction, B. will demonstrate an understanding and application of advanced algebraic concepts.



Measurable Goal: Example or Non-Example?

Reading

Given selections at reading level, A. will recall stated character traits in 4 out of 5 opportunities.

Given selections at his reading level, G. will identify specific inferences and the details to support his selection in 8 out of 10 opportunities.



Measurable Goal: Example or Non-Example?

Math

C. will convert equivalent fractions to decimals and percents.

Given subtraction problems, N. will demonstrate that subtraction is the inverse of addition.



MEASURABLE GOALS: JUST HOW DO YOU MEASURE THEM?



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WHAT INFORMATION
DO YOU CURRENTLY
HAVE THAT WILL
ANSWER THIS
QUESTION?



RESPOND TO THE FOLLOWING...

- R. will increase reading/math skills from 4th grade level to 5th grade level.
- R. will increase reading/math skills from 4th grade level to 5th grade level as measured by the Brigance.
- R. will increase reading/math skills from 4th grade level to 5th grade level as measured by the WJ-III.
- R. will increase reading/math skills from 4th grade level to 5th grade level on the CRCT.



SELECTING THE APPROPRIATE MEASUREMENT TOOL...ASKING THE RIGHT QUESTIONS

- **What are you measuring?**
 - **Reading/Math skills** at a specific point in time?
 - **Reading/Math skills** that have increased (or decreased) within a specific time frame?



SELECTING THE APPROPRIATE MEASUREMENT TOOL... MATH SKILLS AT A SPECIFIC POINT IN TIME

- Standardized Measures are appropriate such as the, WJ III, K-TEA II, Key Reading/Math, PIAT-II Reading/Math, etc.
- These are broad, global measures designed to tell us where a student functions at a given point in time.
- They were never designed to measure student progress from year to year or from reporting period to reporting period.
- Because they are broad, global measures, they are not sensitive to the small incremental changes that occur during a school year or even from one year to the next.



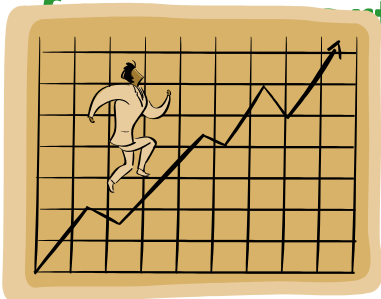
SO...



What is sensitive enough...

to document the incremental changes...

for reporting period to reporting period?



SELECTING THE APPROPRIATE MEASUREMENT TOOL...

...CURRICULUM BASED ASSESSMENT...

- Increase or decrease in reading/math skills within a specific time frame
- Basic Assumption: **One should assess what is taught.**
- Direct, repeated assessment of target behaviors
- Assesses what the student is taught within that time frame
- Probes (1-5 minute samples) are developed for each target



...AND NOW...

THE REST OF THE STORY...



MANTRA

THERE IS NEVER A NEED/DEFICIT
WITHOUT A GOAL

...AND...

THERE IS NEVER A GOAL
WITHOUT A NEED/DEFICIT

UNLESS

THERE IS A STATEMENT THAT EXPLAINS THE MISSING
NEED/DEFICIT/GOAL!



ALIGNMENT OF NEEDS/DEFICITS AND MEASURABLE GOALS



OR LACK
THEREOF...



Alignment of Needs/Deficits and Goals

PLAAFP

has short attention span
is often off-task
has a speech problem
has limited understanding of
what he reads
difficulty understanding new
words he reads.

GOALS

recall 10 details from a story including
characters, action, cause/effect, etc...
will compute math problems
mentally using strategies such as
multiples of ten, powers, of ten,
compensation, etc.
will follow all rules reviewed with him
by...etc...
will refrain from using profanity, etc...



GOAL AND DEFICIT ALIGNMENT

DEFICIT	GOAL	ALIGNMENT?		
		YES	NO	?
1. DEFICIT SPECIFIC	GOAL MEASURABLE	✓		
2. DEFICIT SPECIFIC	NO GOAL		✓	
3. DEFICIT NOT SPECIFIC	GOAL MEASURABLE			✓
4. DEFICIT NOT SPECIFIC	NO GOAL		✓	
5. NO DEFICIT	GOAL MEASURABLE		✓	
6. DEFICIT SPECIFIC	GOAL NOT MEASURABLE			✓
7. DEFICIT NOT SPECIFIC	GOAL NOT MEASURABLE			✓
8. NO DEFICIT	GOAL NOT MEASURABLE		✓	



Alignment of Needs/Deficits and Goals

PLAAFP

GOALS

disability affects all academic areas
math is greatest area of weakness
needs instruction in basic addition
and subtraction with borrowing
and money handling
needs instruction in anger
management and social skills, etc...

Given a small classroom setting will participate appropriately, stay on task, etc
Given instruction, will add, subtract, multiply, and divide using a calculator
Given instruction and grade level reading passages, will increase reading comprehension on the EOCT by completing grade level tasks.



INDEPENDENT PRACTICE... GENERATING MEASURABLE GOALS



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IV. MEASURABLE ANNUAL GOALS

Measurable Annual Goals: Academic and/or functional goals designed to meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum or to meet each of the child's other educational needs that result from the disability.	Criteria for Mastery	Method of Evaluation	Progress At Reporting Period			
			1 (date)	2 (date)	3 (date)	4 (date)
1.						
2.						
3.						
4.						

REPORT OF STUDENT PROGRESS

When will the parents be informed of the child's progress toward meeting the annual goals?



III. MEASURABLE ANNUAL GOALS

Measurable Annual Goals: Academic and/or functional goals designed to meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum or to meet each of the child's other educational needs that result from the disability. CONDITION AND OBSERVABLE BEHAVIOR	Criteria for Mastery		Method of Evaluation	Progress At Reporting Period			
	AT A SPECIFIC LEVEL OF PERFORMANCE	FOR A SPECIFIC LENGTH OF TIME		1 (date)	2 (date)	3 (date)	4 (date)
3.							
4.							

REPORT OF STUDENT PROGRESS

When will the parents be informed of the child's progress toward meeting the annual goals?



Generating Measurable Goals

- Use the **Need/Deficit** in the completed Guide Sheet...that you have
- Write the goal as written in the IEP in the **Measurable Goals** section of the **Guide Sheet**.
- If the goal is **not** measurable, identify each problematic area and what additional information is needed
 - Condition
 - Observable Behavior
 - Criteria for Performance
- Re-write the goal to make it measurable

THEN...

- Select one Need/Deficit and Goal from the group
- Transfer all information from the Guide Sheet to the chart paper



Generating Measurable Goals

- Using one of the IEPs that you have ...
 - Get a blank Guide Sheet...
 - In the Top Section
 - Write the Need/s and Goal/s as written in the IEP
 - For anything that does not meet criteria, write what information is needed
 - In the Bottom Section
 - Correct the Need/s and Goal/s to meet criteria
- THEN...**
- Transfer all information from the Guide Sheet to the chart paper



ACTIVITY...

SUMMARIZATION

OF

MEASURABLE GOALS

INFORMATION



DIRECTIONS

EACH GROUP DOES THE FOLLOWING

- IDENTIFY **10** OF WHAT YOU CONSIDER TO BE THE **MOST IMPORTANT VOCABULARY WORDS** FROM ...THE **MEASURABLE GOALS** PORTION
- GENERATE A SENTENCE THAT INCLUDES ALL 10 VOCABULARY WORDS THAT **ACCURATELY SUMMARIZES THE CONCEPTS** DISCUSSED.



AGENDA

9:00-9:05 WELCOME

9:05-9:20 ACTIVITY: REVIEW OF DAY 1 TRAINING

9:20-9:50 ACTIVITY: NEEDS/DEFICIT STATEMENT AND MEASURABLE GOALS

9:50-10:15 ASSESSMENTS RESULTS:
STATE AND DISTRICT ASSESSMENTS

PSYCHO-EDUCATIONAL TESTING
CLASSROOM TESTING

10:15-10:30 BREAK

10:30-11:00 ACCOMMODATION CONSIDERATIONS

EXPLANATION/DISCUSSION

INDEPENDENT PRACTICE

11:00-12:00 RE-DELIVERY PLAN

DEVELOPMENT

SHARE PLANS

12:00 ADJOURN



CONSIDERATIONS FOR ACCOMMODATIONS

OR...WHAT WERE YOU THINKING?!



Accommodations: What Does the Research Say?

- Currently, the research evidence, does not provide definitive answers to guide thoughtful practice in this area (Chiu & Pearson, 1999; Johnstone, Altman, Thurlow, & Thompson, 2006; Koenig & Bachman, 2004; Sireci et al., 2003; Tindal & Fuchs, 1999; Thompson, Blount, & Thurlow, 2002).
- A fact that is both disappointing and frustrating as teachers attempt to “level the playing field” for their students with disabilities.



Accommodations: What Does the Research Say?

That's not to say that a long look
at the research base cannot be
instructive.



Here's what we do know that research has been able to suggest...

- Accommodation policies vary considerably from state to state. Interestingly, 12 states even extend eligibility for accommodations to all students (Clapper, Morse, Lazarus, Thompson, & Thurlow, 2005).
- Approximately two-thirds of special education students have been afforded accommodations in statewide assessments, the most common being...

extended time, alternative setting, and/or read-aloud accommodations (Bolt & Thurlow, 2004).



Here's what we do know that research has been able to suggest...

- Accommodations affect test scores for students with disabilities, lowering scores in some cases, raising scores in most others (Chiu & Pearson, 1999; Elliott et al., 1999; Elliott, Kratochwill, & McKevitt, 2001; Kettler et al., 2005; McKevitt, 2000; Koenig & Bachman, 2004; Schulte, Elliott, & Kratochwill, 2001; Tindal, Heath, Hollenbeck, Almond, & Harniss, 1998).
- Lowered scores appear to result when...

accommodations are poorly matched to student need

students have not been trained to use the accommodations

students don't use the accommodations on a consistent basis



Here's what we do know that research has been able to suggest...

- The use of read-aloud accommodations on assessments of mathematics for students with low reading skills and the use of Braille for blind students were found to be the most effective accommodations in a meta-analytic synthesis by Tindal & Fuchs (1999).



So...What Must IEPs Include in Order to Support Appropriate Accommodations?



ACCOMMODATIONS MUST REFLECT THE FOLLOWING...

1. The **Needs Section** of the PLAAFP must include deficits that are aligned with the accommodations selected.
2. Accommodations for state and district testing must also be used for classroom instructional and/or testing purposes.



ACTIVITY:

WRITE NEEDS STATEMENTS THAT ALIGN WITH THE ACCOMMODATIONS BELOW

- Word Processor
- Text Reader
- Extended Time For Tests:
 - Time and a Half
 - Double Time
 - Triple Time (Used Rarely)
- Calculator
- Graph paper to align numbers for calculation
- Small Group
- Write in test booklet



ACTIVITY:

WRITE NEEDS STATEMENTS THAT ALIGN WITH THE ACCOMMODATIONS BELOW

Example:

Accommodation: Text Reader

Needs Statement: The student's reading fluency skills are significantly below grade level at 95 words correct per minute. Fluency skills at this level do not allow the student to access grade level curriculum in order to demonstrate content mastery.



Last Chance...

Additional Questions or Comments?



THANK YOU...

**HAVE A GREAT
SUMMER...**



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